

Relationship Between Principal's Administrative Roles and Teachers' Job Effectiveness in Secondary Schools in Akwa Ibom State, Nigeria



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ABSTRACT: The study examined the Principal's Administrative Roles and Teachers' Job Effectiveness in Public Secondary Schools in Akwa Ibom State. The lapses created by poor Principal's Administrative Roles in managing public secondary schools in Akwa Ibom State in terms of instructional supervision, planning, motivation and evaluation influence absenteeism, unwillingness to plan lesson notes, laziness towards teaching and other forms of indiscipline which constitute a great threat to effective job performance by teachers. This study aims to improve on these lapses for effective teaching and student academic performance. The study used Quantitative Research Design, using the Correlation Survey Method. Four objectives with corresponding four research questions as well as four hypotheses were used to guide the study. The sample of 320 was selected from a population of 6,978, A simple random sampling procedure was used in selecting a sample of the study. A self-design questionnaire titled "Principal's Administrative Role and Teacher Job Effectiveness" was used for data collection. The study was able to find the relationship between the principal's role in instructional supervision, the principal's role in planning, the role of motivation and the role in evaluation. It was recommended that principals in Akwa Ibom State should choose the right kind of supervisory practices which can contribute to better teaching performance. School development plans and advancement of principal leadership should be included in their preparatory programmes, training and professional development

KEYWORDS: Administrative roles, Job effectiveness, supervision, management

INTRODUCTION

Quality teaching is the primary task of every teacher in the school system. Teachers are the backbone of any educational system. The success and failure of any educational system to a large extent depend on the effectiveness of teachers during the teaching and learning processes. As such, teachers' job effectiveness is an essential tool that would facilitate the actualization of educational goals and objectives in the secondary school system. The ability of teachers to undertake their teaching responsibilities effectively determines the extent to which secondary schools would achieve their goals and objectives. This is so because the entire job of pedagogy and the attainment of secondary educational goals rest on the shoulders of teachers.

Teacher effectiveness is the ability of a teacher to combine skillfully in a given situation, the right behaviour towards the achievement of school objectives. An effective teacher is always abreast of the various teaching techniques required to improve the academic achievement of students. An effective teacher performs both the curricular and extracurricular activities conscientiously and diligently.

Today's modern education requires a modern teacher in the same process. The emphasis is not placed only on the curriculum and what should be taught, but the effective moment holds a significant place. The way the teacher manages the classroom, provides a climate in the classroom, relations of entities actively participate in the educational process, etc. A thing that is truly appreciated today is the effectiveness of the teacher and his ability to be a good leader. The effectiveness of a teacher in any given school lies in the administrative role of the principal.

Teachers' effectiveness is reflected on students' results, teaching and learning in the classroom that advances the students' academic performance. The aims and objectives of secondary education make it clear that the future of any nation depends quite considerably on the quality of education it provides for its citizens. To achieve these aims and objectives of the education system, effective application of principal's administrative roles in the management of secondary schools becomes a necessity that should be considered (Bakwaph & Anyanwu, 2020). The concern of a principal in secondary school is to direct the activities of teachers, students and other staff in the school towards the school objectives by performing the roles of supervision, planning, motivation and evaluation.

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Supervision is necessary in order to ensure that the set standards in schools are followed with the aim of attaining and sustaining school objectives to produce a meaningful impact on the teachers, students and the society at large. However, teachers may not undertake their jobs effectively without the principals performing their administrative roles effectively. Teachers in secondary schools are expected to prepare lesson notes, teach and evaluate students' performance during and at the end of term. The extent to which teachers carry-out these functions depends on how effective principals perform their administrative roles efficiently (Jacob & Lefgren, 2018). Instructional supervision is the systematic analysis of information during implementation of a programme to ensure that employees follow the laid down principles, policies and procedures in executing a given task. A principal as an instructional administrator is responsible for maintaining and improving the quality of instructional programmes for effective and efficient attainment of the set objectives of a school.

Given that the administrative role of a principal is vital in stimulating growth in any educational system. Those administrative role indications such as planning, supervision, motivation evaluation, communication etc are lacking in Government owned schools in Akwa Ibom State, especially public secondary schools. Teachers and students are left to go about their daily educational activities without proper supervision. Instructional materials are not properly administered and supervised. Teachers are not being motivated to carry out their job with utmost joy and a relaxed mind. There is a huge gap in communication between the principal and the teachers, even down to the students. No proper evaluation of the teachers as this is affecting the students' performance which is mostly felt in their assessment and exams. Many teachers are merely staying on the job to look for better jobs outside. There are constant cases of absenteeism, persistent lateness to school, irregular and unauthorized movement from duty post, malingering, trading, general low level of commitment to duty and indiscipline which constitute a big problem to the attainment of educational goals in secondary schools in Akwa Ibom, which appears to be indices of lack of Principal's administrative roles. All of those lapses have created a lot of ineffectiveness in both teachers' jobs and student performance, a reason for this research.

LITERATURE REVIEW

Yego, Amino and Role (2020) investigated the relationship between instructional supervision and teachers' performance among public secondary schools in Nandi North sub-county in Kenya. Descriptive correlation research design was adopted for the study and instructional supervision and teachers' performance questionnaire was used to obtain relevant data from 187 teachers in 15 selected public secondary schools using simple random sampling technique. The study revealed that the extent of implementation of instructional supervision was good. However, there was no significant relationship between instructional supervision in lesson preparation, preparation of assessment materials, innovation and creativity in teaching and teachers' performance.

Kazi, Husaina, Malar & Shubramaniam (2020) studied Relationship between supervision and teachers' performance and attitudes in secondary schools in Malaysia. This is a quantitative study where the 5-point Likert-type-scale questionnaire was used to analyze data using descriptive and inferential statistics. Simple random sampling was used to select the respondents. This study entailed respondents from various schools in one of the districts in Kuala Lumpur which comprises 200 teachers and 50 supervisors. Descriptive statistics were used to describe the status of supervision practices, teachers' attitude toward supervision, and teachers' level of performance after supervision. Multiple regression analysis was used to test the relationships between supervision (supervisory practices—directive, collaborative, and nondirective approach) and teachers' performance and attitude. The current status of supervisory practices, teachers' attitude toward supervision, and teachers' performance after supervision is found at moderate level in secondary schools in Malaysia. As a whole, supervisory practices are not correlated with teachers' performance and attitude. But worthy to mention, directive supervision is positively and significantly related to teachers' performance and attitude. This study result will benefit the policy makers, school supervisors and headmasters to choose the right kind of supervisory practices which can contribute to better teaching performance.

Babaoglan (2000) investigated Improving principal and teacher relationship: The predictive power of school principals' leadership with teachers' organizational trust perception. The aim of this study is to identify the level of teachers' perception of school principals' leadership behaviors; and the level of teachers' trust in colleagues, in students and parents, and in principals. The study also aims to detect the predictive power of teachers' perception of school principals' leadership over teachers' organizational trust perception. The participants of this research are the teachers working in the primary and secondary schools located in the districts and villages of Burdur City of Turkey which provided education during 2009-2010 school years. For the research, the entire population of 2230 teachers in the Burdur City was invited. Of the 2230 teachers, 1891 responded to the questionnaire. They worked in 196 schools throughout Burdur, 154 of which are primary and 42 are secondary. Omnibus T Scale (Hoy & Tschannen-Moran, 2003) and Leadership Behavior Questionnaire (Ekvall & Arvonen, 1991) were used in the research. In the study it is found that, with respect to teachers' perception, the level of principals' leadership was high; the perception level of teachers' trust in colleagues and principals was high, whereas their perception of trust in students and parents was at medium level. It is also found that the relationship between teachers' leadership perception and their perception of trust in their principals was positive and significant at a high level while the relationship between teachers' perception of trust in colleagues and in students and parents was positive and significant at low level

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Aslamiah, & Saleh (2019) studied Relationship between the Principal Role, Motivation and Satisfaction with the Performance of Elementary School Teachers. The study aims to describe: the role of the principal with teacher performance, work motivation with teacher performance, job satisfaction with teacher performance, the role of the principal with motivation, the role of the principal with job satisfaction, the role of the principal with teacher performance through work motivation, the role of the school principal with teacher performance through variable job satisfaction. The study was conducted in 30 primary schools in Kandungan sub-district using a sample of 176 of the population of 308 teachers. Data collection uses instruments that have been tested for validity and reliability. Data analysis to test hypotheses using path analysis with multiple regression methods was employed. The results of the study found: The role of the Principal has a relationship with teacher performance. Work motivation has a relationship with teacher performance, job satisfaction has a relationship with teacher performance, the role of the principal has a relationship with work motivation, the role of the principal has a relationship with job satisfaction, work motivation is an intermediary between the role of the principal and teacher performance, job satisfaction is an intermediary between the role of principals and teacher performance.

Ajang (2015) conducted a study on assessing the principals' role of Work Motivation on Employee Job Effectiveness in Secondary Schools in Cross River State. The primary objective of the study was to assess the role of work motivation on employees' performance. Descriptive survey research design was adopted to guide the study. A sample size of 200 respondents was selected from the total population of 1870. The data that was obtained was analyzed using the descriptive statistics of mean and standard deviation while the Chi-square was used to test the hypotheses. The major findings emerging from the study was that there is a significant difference between work motivation and employees job effectiveness in secondary schools in Cross River State. The above study focused on only the motivation which is one of the variables of the current study, as such, the scope of the current study is wider than the previous study.

METHODS

Research Design

The study used a quantitative Research Design based on a correlational survey research method. The correlational survey is aimed at establishing a relationship between two or more variables. It establishes the direction and magnitude of relationships between and among different variables (Uzoечи, 2016). Specifically, the design will be employed to assess principals' administrative role performance and teacher job effectiveness in public secondary schools in Akwa Ibom State, Nigeria.

Population of the Study

The population of this study consists of 6,978 teachers and 48,840 students. The population was obtained from 262 secondary schools. See table 1 below for details of the distribution of the population of the Study by senatorial district, schools and teachers.

Table 1. Distribution of Population of the Study

S/N	S/Districts	No. of Schools	No. of Teachers	No. of Students
1.	North West	95	2610	16200
2.	North East	91	2306	17308
3.	South	76	2062	15332
	Total	262	6,978	48, 840

Source: Akwa Ibom State Ministry of Education, Uyo, (2021)

Sample and Sampling Techniques

The sample size of this study consisted of 320 respondents (360 teachers and 320 students). The sample size was drawn from 87 secondary schools from the three Senatorial Districts of Akwa Ibom State. In the first phase, the population of the study will be stratified based on senatorial districts, secondary schools, teachers and students. The sample size of schools, teachers and students was selected using the simple random sampling technique. The exercise was conducted through the lucky-dip method of simple random sampling technique, where pieces of paper were cut based on the number of selected schools, teachers and students and put in a container to be picked at random to choose the actual respondents of the study. The use of simple random variables is meant to give the schools and respondents an equal opportunity of being selected to minimize the bias effect that may affect the validity and reliability of the findings of the study.

Instrument for Data Collection

The researcher developed two instruments for data collection from the respondents. The first instrument is called the Principals' Administrative Role Performance Questionnaire (PARPQ). The Questionnaire will be administered to teachers to assess their opinions on the administrative role performance of principals in public secondary schools in Akwa Ibom State. The second questionnaire also tagged the Teacher Job Effectiveness Questionnaire (TCEQ), both instruments consisting of 20 items. The

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questionnaire was administered to the students to assess the job effectiveness of teachers in public secondary schools in Akwa Ibom State. The two instruments are constructed based on a 5-point rating scale given as follows: VE=Very Effective (5), QE= Quite Effective (4), FE=Fairly Effective (3), LE=Low Effective (2) and NE= Not Effective (1).

Validity of the Instrument

The instrument was subjected to experts' judgment for content validation. Two experts, one from the field of Measurement and Evaluation and another one from Educational Management at Veritas University, Abuja validated the instruments by checking for comprehensiveness, appropriateness and relevance of the items. The validation exercise was meant to determine the logical validity index of the instrument. The validity indices of the two instruments are 0.70 and 0.76 respectively.

Reliability of the Instrument

The instrument was pilot-tested on a small portion of the population that is not part of the sample respondents. The instrument was pilot tested on 30 teachers and 40 students from public secondary schools in Afaha Eket Local Government Area in Akwa Ibom State.

To determine the reliability coefficient of the instrument, Cronbach Alpha was employed to compute the coefficient of internal consistency of the instrument. The instrument yielded 0.72 and 0.78 were obtained for two instruments which mean that the instruments are suitable for data collection. Confirmatory reliability coefficients were established with the data of the main study, whereby the whole instrument of the independent variables called the Principals' Administrative Role Performance of 20 items had Cronbach's Alpha = .944; the first subscale called Principal's Role of Instructional Supervision = .844; the second subscale called Principal's Role of Planning = .867; the third subscale called Principal's Motivational Techniques = .811; the fourth subscale called Principal's Role of Evaluation = .876. The second instrument on the dependent variable called Teacher Job effectiveness of 12 items yielded a Cronbach's Alpha = .876. Hence both the pilot study and the main study have proved the instruments of the study to have high internal consistency.

METHODS OF DATA COLLECTION

The instrument was administered by the researcher with the help of two research assistants who covered two senatorial districts, while the researcher administered the questionnaires in one of the senatorial districts. The 'Wait and Take' approach was employed to retrieve the questionnaire from the respondents.

METHODS OF DATA ANALYSIS

The data were analyzed using Pearson's product-moment correlation statistics (r) and multiple linear regressions to answer research questions and hypotheses.

RESULTS

The first research question states: What is the relationship between principal's instructional supervision and teachers' job effectiveness in public secondary schools in Akwa Ibom State? Table 4.1 below provides the answer to the above research question.

Table 4.1. Relationship between principal's instructional supervision and teachers' job effectiveness, n = 316

	Teachers job effectiveness	Principal's instructional supervision
Teachers job effectiveness	1.00	.461
Principal's instructional supervision	.461	1.00

The above table shows there is a positive relationship between principals' instructional supervision and teachers' job effectiveness in public secondary schools in Akwa Ibom state.

The second research question states: To what extent does the principal's role in planning relate to teachers' job effectiveness in public secondary schools in Akwa Ibom State? Table 4.2 below provides an answer to the above research question.

Table 4.2. Relationship between Principal's role of planning and teachers' job effectiveness, n = 316

	Teachers job effectiveness	Principal's instructional supervision
Teachers job effectiveness	1.00	.392
Principal's role of planning	.392	1.00

Table 4.2 above shows that there is a positive relationship between the principal's role in planning and teachers' job effectiveness. ($r = .392$)

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The third research question states: To what extent does principals' role in motivation relate to teachers' job effectiveness in public secondary schools in Akwa Ibom State? Table 4.3 below provides an answer to the above research question.

Table 4.3. Relationship between Principal's role of motivation and teachers' job effectiveness

	Teachers job effectiveness	Principal's motivational role
Teacher job effectiveness	1.000	.319
Principal's motivational role	.319	1.000

Above table shows that there is a positive relationship between the principal's role of motivation and teachers' job effectiveness. ($r = .319$).

The fourth research question for this study states: To what extent does the principal's role of evaluation relate to teachers' job effectiveness in secondary schools in Akwa Ibom State? Table 4.4 below provides an answer to the above research question.

Table 4.4. Relationship between principal's role of evaluation and teachers' job effectiveness, n = 316

	Teachers job effectiveness	Principal's role of evaluation
Teacher job effectiveness	1.000	.403
Principal's role of motivation	.403	1.000

The above table shows that there is a positive relationship between teachers' job effectiveness and principal's role of motivation ($r = .403$).

The first research hypothesis for the study states:

There is no significant relationship between the principal's role of instructional supervision and teachers' job effectiveness in public secondary schools in Akwa Ibom State.

Table 4.5 below provides answer to the above research hypothesis.

Table 4.5. Significant relationship between Principal's role of instructional supervision and teachers' job effectiveness, n = 316

	Teachers job effectiveness	Principal's role in instructional supervision
Teacher job effectiveness	1.000	.461**
Principal's role in instructional supervision	.461**	1.000

$r = .461^{**}$, $p < .01$, highly significant

Table 4.5 above shows that the relationship between principal's role in instructional supervision and teachers' job effectiveness is positive and highly significant ($r = .461^{**}$, $p < .01$, highly significant). This implies that the null hypothesis could not be retained but the alternative accepted.

The second hypothesis for the study states: There is no significant relationship between principals' role of planning and teacher job effectiveness in public secondary schools in Akwa Ibom State. Table 4.6 below provides answer to the above research hypothesis.

Table 4.6. Significant relationship between Principal's role of planning and teachers' job effectiveness

	Teachers job effectiveness	Principal's role planning
Teacher job effectiveness	1.000	.392**
Principal's role of planning	.392**	1.000

$r = .392^{**}$, $p < .01$, highly significant

Table 4.6 above shows that the relationship between principal's role of planning and teachers' job effectiveness is positive and highly significant. Hence, the null hypothesis that there is no significant relationship between principal's role in planning and teachers' job effectiveness could not be retained but the alternative accepted.

The third hypothesis for the study states: There is no significant relationship between principals' role of motivation and teacher job effectiveness in public secondary schools in Akwa Ibom State. Table 4.7 below provides answers to the above hypothesis.

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Table 4.7. Significant relationship between principal's role of motivation and teachers' job effectiveness, n =316

	Teachers job effectiveness	Principal's role motivation
Teacher job effectiveness	1.000	.319**
Principal's role of motivation	.319**	1.000

$r = .319^{**}$, $p < .01$, highly significant

Table 4.7 above indicates that the relationship between principal's role of motivation and teachers' job effectiveness is positive and highly significant ($r = .319^{**}$, $p < .01$, highly significant). There the null hypothesis is not retained but the alternative accepted. The fourth hypothesis for this study states that: There is no significant relationship between principals' role of evaluation and teacher job effectiveness in public secondary schools in Akwa Ibom state. Table 4.8 provides answer to the above hypothesis.

Table 4.8. Significant relationship between principal's role of evaluation and teachers' job effectiveness.

	Teachers job effectiveness	Principal's role evaluation
Teacher job effectiveness	1.000	.403**
Principal's role of evaluation	.403**	1.000

$r = .403^{**}$, $p < .01$; highly significant

Table 4.8 above demonstrates that there is a positive and significant relationship between the principal's role in motivation and teachers' job effectiveness in public secondary schools in Akwa Ibom state. Hence the null hypothesis could not be retained but the alternative was accepted.

The last hypothesis for this study states: There are no linear relationships between principal's instructional supervision, principal's role in planning, principal's motivational technique, principal's role in the evaluation and teachers' job effectiveness. Tables 4.9(a), (b) and (c) provide answers to the above research hypotheses.

Table 4.9(a) Model Summary

Model	R	R Square	Adjusted R Square	Std error of the Est	R Square change
1	.479	.230	.220	3.60634	.230

The output of table 4.9(a) shows the model summary and overall fit statistics. We find that the adjusted R^2 of our model is 0.220 with the $R^2 = .230$. This means that the linear regression explains 22.0% of the variance in the data.

Table 4.9(b) Analysis of Variance

Model	Sum of square	Df	Mean square	Mean Square	F	P
1	Regression	1206.213	4	301.553	23.187	<=.05
	Residual	4044.556	311	13.005		
	Total	5250.769	315			

The above table is the F-test. The linear regression's F-test has the null hypothesis that there is no linear relationship between the five variables (in other words $R^2=0$). With $F = 23.187$ and 315 degrees of freedom the test is highly significant, thus we can assume that there is a linear relationship between the variables in our model.

Table 4.9(c) Coefficients

Model		Unst. B	Coef. Std Error	Std. Coef. Beta	t	p
1	Constant	9.319	1.234		7.554	<.05
	Instructional supervision	.318	.083	.321	3.816	(Sign.)
	Role planning	.151	.093	.138	1.622	>.05 NS
	Motivation	-.113	.091	-.103	-1.246	>.05 NS
	Evaluation	.160	.084	.150	1.904	>.05 NS

Table 4.9 (c) above shows the multiple regression coefficients, the intercept and the significant levels. Since we have multiple independent variables in the analysis the Beta weights compare the relative importance of each independent variable in standardized terms. We find that the principal's role in instructional supervision has the highest impact on teachers' ajob effectiveness, followed by the principal's evaluation of teachers, and principal's role in planning in that order, and the principal's motivation technique has

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the least impact ($\beta = .321$; $\beta = .150$; $\beta = .138$ and $\beta = -.103$ respectively). Of the four independent variables, only the principal's role in instructional supervision has a significant impact or prediction on teachers' job effectiveness. ($p < .05$)

DISCUSSION

The discussions of the research findings were based on the research questions and hypotheses formulated for the study relative to previous available empirical evidence from existing literature.

The first research question for the study was: What is the relationship between principal's instructional supervision and teachers' job effectiveness in public secondary schools in Akwa Ibom State? The corresponding hypothesis was: There is no significant relationship between the principal's role of instructional supervision and teachers' job effectiveness in public secondary schools in Akwa Ibom State. The answers to these research question and hypothesis are that the relationship between principal's role in instructional supervision and teachers' job effectiveness is positive and highly significant ($r = .461^{**}$, $p < .01$, highly significant). This implies that the null hypothesis could not be retained but the alternative was accepted. The finding does not support the work by Yego, Amino, & Role (2020) who found that even though principal's extent of implementation of instructional supervision was good, they found no significant relationship between instruction supervision in lesson preparation, preparation of assessment materials, innovation and creativity in teaching and teachers' performance. Yego et al. (2020) was further corroborated by the work of Kazi, Husaina, Malar & Shubramaiaam (2020) who studied relationship between supervision and teachers' performance and attitudes in secondary schools in Malasia who also found that supervisory practices are not correlated with teachers' performance and attitude.

The second research question for the study was: To what extent does the principal's role of planning relate to teachers' job effectiveness in secondary schools in Akwa Ibom State? The corresponding hypothesis was stated as: There is no significant relationship between principals' role of planning and teacher job effectiveness in secondary schools in Akwa Ibom State. It was found that the relationship between principal's role of planning and teachers' job effectiveness is positive and highly significant. ($r = .392^{**}$, $p < .01$, highly significant) Hence, the null hypothesis that there is no significant relationship between principal's role in planning and teachers' job effectiveness could not be retained but the alternative accepted. This finding was confirmed in a study by New Leaders for Schools (2009) (retrieved from www.nlms.org, June 15th 2022) where it was found that schools making breakthrough gains are led by principals who have carved out a radically new role for themselves, including responsibility for school-wide practices to drive both student achievement and teacher effectiveness. This report includes key insights from The Urban Excellence Framework, New Leaders for New Schools' study of the principal actions that drive breakthrough gains and school turnarounds. It highlights the crucial role a highly effective principal plays in creating consistent, quality learning experiences in classrooms across the school, managing the school's human capital to drive teacher effectiveness, and building a culture of high aspirations and academic achievement.

The third research question for the study was: To what extent does principals' role of motivation relate to teachers' job effectiveness in public secondary schools in Akwa Ibom State? The corresponding research hypothesis was: There is no significant relationship between principals' role of motivation and teacher job effectiveness in secondary schools in Akwa Ibom State. The study found that the relationship between principal's role of motivation and teachers' job effectiveness is positive and highly significant ($r = .319^{**}$, $p < .01$, highly significant). Therefore the null hypothesis that there no significant relationship between principal's role in motivation and teachers' job effectiveness is not retained but the alternative accepted. The result of this study was supported by Ivase (2019) that examined Principals' Leadership Effectiveness and Management of Public Secondary Schools in North Central Nigeria. The purpose of the study was to investigate impact of principals' leadership effectiveness in the areas of instructional supervision, communication, provision of instructional materials, involvement of teachers in decision-making, discipline, evaluation of students' performance and community relation skills on the management of public secondary schools. That study found that principal's leadership effectiveness does significantly impact on management of public secondary schools in the areas of teachers' involvement instructional supervision, communication, provision of instructional materials, decision making, discipline, evaluation of students and community relation skills in the management.

The fourth research question for the study was: To what extent does the principal's role of evaluation relate to teachers' job effectiveness in public secondary schools in Akwa Ibom State? The corresponding hypothesis was: There is no significant relationship between principals' role of evaluation and teacher job effectiveness in secondary schools in Akwa Ibom state. The study found that there is a positive and significant relationship between principal's role in evaluation and teachers' job effectiveness in secondary schools in Akwa Ibom state. ($r = .403^{**}$, $p < .01$; highly significant). Hence the null hypothesis could not be retained but the alternative accepted. This result was supported by the work of Brock (2020) who investigated "The principal and teacher evaluation: a study of influencing pressures". This quantitative study focused on determining the amount of influencing pressure principals encountered during summative teacher evaluations, determining if there was a relationship between the pressures a principal experienced while completing a summative teacher evaluation and the summative evaluation score teachers received, and determining if there was a relationship between teacher evaluation scores and district accountability levels.

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The last research hypothesis for this study states: Is there a linear relationships among principal's role in instructional supervision, principal's role in planning, principal's motivational technique, principal's role in evaluation and teachers' job effectiveness? The corresponding hypothesis is: There is no significant relationship among principal's role in instructional supervision, principal's role in planning, principal's motivational technique, principal's role in evaluation and teachers' job effectiveness. It was found that principal's role in instructional supervision has the highest impact on teachers' job effectiveness, followed by principal's evaluation of teachers, and principal's role in planning in that order, and principal's motivation technique having the least impact (beta = .321; beta = .150; beta = .138 and beta = -.103 respectively. Of the four independent variables only Principal's role in instructional supervision has significant impact on prediction on teachers' job effectiveness ($p < .05$).

SUMMARY OF FINDINGS

This study set out to investigate the relationships between four independent variables of principal's roles in instructional supervision, planning, motivation techniques and evaluation and dependent variable of teachers' job effectiveness. The following are the major findings of this study:

1. The relationship between principal's role in instructional supervision and teachers' job effectiveness is positive and highly significant ($r = .461^{**}$, $p < .01$, highly significant).
2. The relationship between principal's role of planning and teachers' job effectiveness is positive and highly significant. ($r = .392^{**}$, $p < .01$, highly significant)
3. The relationship between principal's role of motivation and teachers' job effectiveness is positive and highly significant ($r = .319^{**}$, $p < .01$, highly significant).
4. There is a positive and significant relationship between principal's role in evaluation and teachers' job effectiveness in secondary schools in Akwa Ibom state. ($r = .403^{**}$, $p < .01$; highly significant).
5. Principal's role in instructional supervision has the highest impact on teachers' job effectiveness, followed by principal's evaluation of teachers, and principal's role in planning in that order, and principal's motivation technique having the least impact (beta = .321; beta = .150; beta = .138 and beta = -.103 respectively. Of the four independent variables only Principal's role in instructional supervision has significant impact on prediction on teachers' job effectiveness ($p < .05$).

CONCLUSION

This research share light on the relationship between principal leadership practices and school effectiveness as experienced by secondary school teachers in a Nigerian context, built on the limited foundation of school effectiveness research in Nigeria. There are implications for school development plans and for the advancement of principal leadership as in preparatory programmes, training, or professional development.

RECOMMENDATIONS

1. Principals, especially in our public schools should choose the right kind of supervisory practices which can contribute to better teaching performance.
2. School development plans and the advancement of principal leadership should be included in their preparatory programmes, training and professional development.
3. School principals should adopt a combination of democratic and participatory leadership styles in administering schools.
4. An effective principal must play a highly critical role in creating consistent, quality learning experiences in classrooms across the school, managing the school human capital to drive teacher effectiveness and building a culture of high aspirations and academic achievement.

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